
**OPT Educational Supervisor
for Ophthalmic Practitioner Training (OPT)
based on the Ophthalmic Common Clinical Competency Framework (OCCCF)**

Job Description & Person Specification

Ophthalmic Practitioner Training (OPT) is a competency-based training programme founded on the Ophthalmic Common Clinical Competency Framework (OCCCF). It develops non-medical ophthalmic practitioners in secondary care, enabling them to take on extended roles to support the delivery of ophthalmology.

The OPT Educational Supervisor is responsible for supervising the global educational and professional development of specific OPT Learners, and confirming that their portfolio is of the required standard when completed. They have a 1:1 relationship with each Learner for whom they are responsible, in which they:

- Support the Learner to identify their training requirements and make the most of educational and training opportunities
- Feedback to the Learner on their performance and progress
- Assess the Learner's portfolio and ensure it is completed to the required standard before recommending an End-of-Level Assessment
- Feedback on the quality of assessments performed by Trainers to improve standardisation

OPT Educational Supervisors may be responsible for more than one Learner. They work with the Unit OPT Lead and other Trainers to deliver OPT Training in the unit, and to support individual Learners and quality assure their assessments.

Responsibilities and Duties

Support Learners to identify their training requirements and make the most of educational and training opportunities:

- Meet learners when they want to join the OPT Programme or start a new Area/Level to discuss their achievements so far and suitability to join/progress in the Programme.
- Determine how the unit is able to deliver the training needs of the Learner for their next Area/Level.

- Sign the Enrolment Form in the Portfolio if the Learner is suitable and the necessary training can be delivered.
- Discuss with the Learner their priorities for learning, how these may be achieved and in what timeframe; and ensure that the Learner records these in their Personal Development Plan (PDP) in the Portfolio.

Feedback to Learners on their performance and progress:

- Meet Learners at least every 6 months to perform a formal appraisal of their progress against their PDP and the curriculum requirements. Meetings should be more frequent at the beginning of the Programme, if Learners have achieved the majority of their PDP targets, or are having difficulty or are slow to progress.
- Review the Learner's Portfolio in detail at least every 6 months to assess their progress and to determine whether assessments are being performed to an adequate level. This includes scrutiny of every assessment, report and piece of evidence added since the last review.
- Request that any components not reaching the required standard are repeated.
- Complete Educational Supervisor Reports (ESR) 6 monthly, in discussion with the Learner.
- Discuss further educational and professional targets and ensure that the Learner adds these to their PDP.
- Escalate promptly any concerns about the performance of Learners to the Unit OPT Lead.

Assess Learners' portfolios and ensure they are completed to the required standard before recommending an End-of-Level Assessment:

- Once the Learner considers themselves ready for an End-of-Level Assessment, check the whole portfolio is complete and of the required standard for that Level.
- Check that any items previously requested to be repeated, are present and now of the required standard.
- Only then, recommend to the Regional OPT Lead that an End-of-Level Assessment is performed, for consideration of award of an OPT Certificate.

Feedback on the quality of assessments to improve standardisation:

- Participate in joint assessments and bench-marking events aiming to improve standardisation of assessments across Trainers and units.
- During scrutiny of Portfolios (assessments, reports and other evidence), collect examples of how these have been completed to a high level, or where performance could be improved, so anonymised examples can be discussed at bench-marking events.
- Where possible, feedback to fellow trainers for their development.
- Feedback to the OPT Lead ideas about how training and assessment processes could be improved or developed.
- Escalate ongoing concerns about the performance of Trainers to the Unit OPT Lead.

Time Commitment

Timing is flexible, and dependent upon the number of Learners being supervised. Some of the activities will be performed during existing working time (eg: training), whereas others will require separate time allocation (eg: appraisal and portfolio assessment).

The average time spent on aspects of the role performed whilst not engaged in clinical activity, is 1 hour/learner/week.

Time will be spent:

- Delivering education and training in the OPT Programme
- Training, supervising and assessing Learners
- Meeting with Learners for appraisals and supervisor assessments
- Assessing OPT portfolios
- Meeting and supporting Trainers

Appointment and term of office

OPT Educational Supervisors are identified by the Unit OPT Lead, with the support of the Clinical Lead and College Tutor. In their unit they work with the Unit OPT Lead and other Trainers to deliver the OPT Programme. They also work with the Regional OPT Lead to quality assure the OPT Programme and its assessments. It is suggested that the appointment is reviewed at intervals to give others the opportunity of holding the role.

Eligibility

- Ophthalmologist, Orthoptist, Optometrist or Ophthalmic Nurse
- Member of their professional organisation (RCOphth, BIOS, CoO, RCN)
- Registration with their professional regulatory body (GMC, HCPC, GOC, NMC)
- Working in a clinical or management role in a secondary ophthalmic care unit
- Recognised postgraduate educator or trainer for their own profession, or having responsibility for the professional development of practicing clinicians

Appointment Process

Interest will be sought through communications within the region.
Spontaneous expressions of interest are encouraged.

The Unit OPT Lead identifies an appointee after appropriate discussions with the Clinical Lead, College Tutor and Heads of Department for Orthoptics, Optometry and Ophthalmic Nursing.

The appointee may also hold the Regional OPT Lead role, and/or the Unit OPT role; but should ensure that for each Learner, a variety of assessors is maintained, with externality of assessment where necessary.

Ophthalmic Practitioner Training (OPT) Educational Supervisor – Person Specification

Criterion	Essential	Desirable
Eligibility	<p>Ophthalmologist, Orthoptist, Optometrist or Ophthalmic Nurse</p> <p>Member of their professional organisation (RCOphth, BIOS, CoO, RCN)</p> <p>Registration with their professional regulatory body (GMC, HCPC, GOC, NMC) with Licence/Fitness to Practice</p> <p>Undertaking active secondary ophthalmic clinical care in the region</p> <p>Recognised postgraduate trainer for their own profession</p> <p>Up-to-date appraisal and revalidation, or professional performance review, with demonstrable commitment to continuing professional development</p> <p>UK resident</p>	
Knowledge	<p>Detailed understanding of the curriculum, portfolio and assessment structure of OPT</p> <p>Educational processes including planning, delivery, supervision and evaluation of curriculum-based teaching and its assessment</p> <p>Processes for global supervision of Learners, including feedback, appraisal, portfolio review, personal support and managing Learners in difficulty</p> <p>Standards required for certification as an OPT Practitioner</p>	<p>Attendance at an RCOphth OPT Training the Trainers (TTT) Course</p> <p>Familiarity with the principals of mentoring and buddying</p>
Training	<p>Current certificate in equal opportunities and diversity training</p> <p>Training in educational supervision, feedback, appraisal and assessment</p>	<p>Attendance at an appropriate RCOphth TTT Course, eg: Supervisor level</p>
Experience	<p>Delivery of postgraduate teaching and supervision for one or more ophthalmic professions</p>	<p>Organisation of a course or educational programme</p> <p>Significant leadership role in the department or region</p>

		Support of learners/colleagues through appraisal, educational supervision or mentoring
Educational roles	Active involvement in teaching, supervision and assessment of ophthalmology trainees or non-medical ophthalmic professionals	Appointment to recognised educational roles, eg: educational lead, clinical or educational supervisor
Communication Skills and Behaviours	Ability to communicate using good written and verbal skills with all stakeholders, eg: learners, trainers and colleagues Ability to work to tight timescales	Ability to chair discussions Ability to encourage and influence colleagues Engenders respect from colleagues
IT skills	Microsoft office	
Other	Agreement from NHS Trust to give support to fulfil the role	